University of Alberta Library
0 1620 3414431 9

Special Interest Module

Grades 4–6

Student Book

with Home Instructor's Guide

Learning
Technologies
Branch

Alberta
LEARNING

ACKNOWLEDGEMENTS

Alberta Learning acknowledges with appreciation the contribution of the following organization:

OPEN SCHOOL

Open School
Open Learning Agency
1117 Wharf Street, 2nd Floor
Victoria, British Columbia, Canada, V8W 1T7
Internet: http://www.openschool.bc.ca/

This course material has been produced in keeping with the Memorandum of Understanding (MOU) of the Western Canadian Protocol for Collaboration in Basic Education. The MOU between the six governments of British Columbia, Alberta, Saskatchewan, Manitoba, Northwest Territories, and Yukon Territory is based on the principle that greater inter-jurisdictional collaboration will result in better use of resources in the design, development, and delivery of distance learning and use of technology.

Special Interest Module
Media Messages
Student Book
Learning Technologies Branch
ISBN 0-7741-1705-2

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

The Learning Technologies Branch has an Internet site that you may find useful. The address is as follows:

http://ednet.edc.gov.ab.ca/ltb

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

ALL RIGHTS RESERVED

Copyright © 2000, the Crown in Right of Alberta, as represented by the Minister of Learning, Alberta Learning, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2. All rights reserved. Additional copies may be obtained from the Learning Resources Distributing Centre.

No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Learning.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Learning so that appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

UNIVERSITY LIBRARY
UNIVERSITY OF ALBERTA

Contents

Introduction 1

Assignment Record Form for Media Messages

Section 1 Meet the Press! 3

Section 2 Read All About It! 7

Section 3 Tune in to Radio 12

Section 4 Zoom in on Television 15

Section 5 Behind the News 20

Section 6 That's Entertainment! 25

Section 7 Don't Be Fooled! 29

Section 8 Advertise It! 33

Section 9 Tune in Tomorrow 37

Course Survey

Home Instructor's Guide 43

Home Instructor's Comments 46

Media Messages

Introduction

Welcome, Student!

This book is just for you. You will work in it through the next nine sections. Sometimes you will be asked to write news stories, find the meanings of words, or answer questions. You'll also be asked to comment on projects you do. You'll learn a lot about newspapers, radios, and TV—and other types of media. When you finish Section 9, read "Gather Your Work" to see what you have to send to your teacher. All the pages that have the special send-in icon should be sent in.

It's time to get started now. Begin this module by turning to page 1 in your Mini Module Booklet.

Note to Home Instructor

This book is designed for your child to write in.

At the back of this book is a guide for the home instructor. It contains information to help you guide your child through this module. It also contains a page for you to write comments about your child's progress. Remove this section, and keep it nearby for handy reference.

ASSIGNMENT RECORD FORM FOR SPECIAL INTEREST MODULES

MEDIA MESSAGES

Student and teacher: Use this cover sheet for mailing or faxing.

Teacher's Comments:

Student File Number:

Date Submitted:

Apply Address Label Here

Name:

Address:

Postal Code:

Please verify that preprinted label is for correct course.

FOR TEACHER USE ONLY

Special Interest Module:
Media Messages

Grade: _____

Date Received:

FOR SCHOOL USE ONLY

Assigned Teacher: _____

Assigned Code: _____

Graded by: _____

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING STUDENT BOOK

When you are registered for this distance learning course, you are expected to regularly submit your Student Book for correction as soon as you complete it. Before submitting your Student Book, please check the following:

- Have you completed all of the required activities? If not, explain why.
- Have you reread your work to ensure accuracy in spelling and details?
- Have you filled out the Assignment Record Form and attached the correct address label?

MAILING

1. Postage Regulations

Do **not** enclose letters with the Student Book.

Send all letters in a separate envelope.

2. Postage Rates

Take your Student Book to the post office and have it weighed. Attach sufficient postage and seal the envelope. The Student Book will travel faster if sufficient postage is used and if it is placed in a large envelope that does not exceed two centimetres in thickness.

FAXING

1. Student Books may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

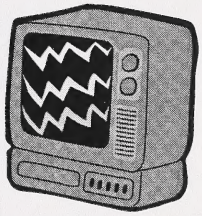
2. All faxing costs are the responsibility of the sender.

E-MAILING

Student Books may be e-mailed. Contact your teacher for the appropriate e-mail address.

Section 1

Meet the Press!



Newspapers, magazines, radio, TV, and the Internet are the most popular ways to send messages today. Together they're called **the media**.

Discovery Time

Exploring Time

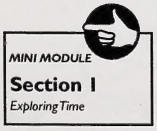
Explore the Newspaper

Look through a daily or weekly newspaper to find something to match each of the items listed below. Check them off as you find them.

Newspaper Scavenger Hunt

- ❑ an ad for something you would like to buy
- ❑ an exciting sports report
- ❑ a photograph that catches your eye
- ❑ an ad for a movie you'd like to see
- ❑ a story that gives you facts
- ❑ a letter that expresses someone's opinion
- ❑ a cartoon about something in the news
- ❑ a picture or report of what the weather is like

Cut out **two** of the items from the paper. Paste and label them on a piece of unlined paper. Insert the page after this page. You will send this page to your teacher.



Explore the Radio

Complete the following radio program chart. List at least **five** different times during the day you listened to the radio under the Program Times column. Listen for the following types of programs:

- the news
- a weather report
- a sports report
- community bulletins
- a talk show
- music (for example, top 40, country, rock)
- a radio drama

Name of Radio Station _____	
Program Times	**Type of Program**

Explore the Television

What did you watch on TV?

1. What is the name of the show?

_____

2. What time is this show on?

_____

3. What kind of show is it?

_____

4. Tell about something you saw or learned watching this show.

_____

_____

_____

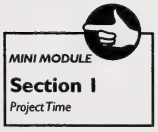
_____

5. Why did you choose to watch this show?

_____

_____

_____



Project Time

News from My Country

Name the **five** newspaper articles that you cut out to explain Canadian life.

Tell why you chose each article.

Section 2

Read All About It!

Newspaper people work hard at the newspaper office to get news into print every day. What part of the newspaper do you like to read? Everyone has a favourite section!

Discovery Time

Looking at Words

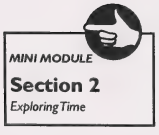
Look through a newspaper for the following things. Cut them out, and paste them next to their names.

1. Dateline

2. Cutline or caption

3. Byline

4. Headline



Exploring Time

Explore Reading Habits

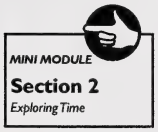
1. Look at each of the headings on the Reading Wheel found on the next page.

2. Take out a newspaper and spend about 10 minutes skimming (reading quickly) through it. Which articles would you like to read about?

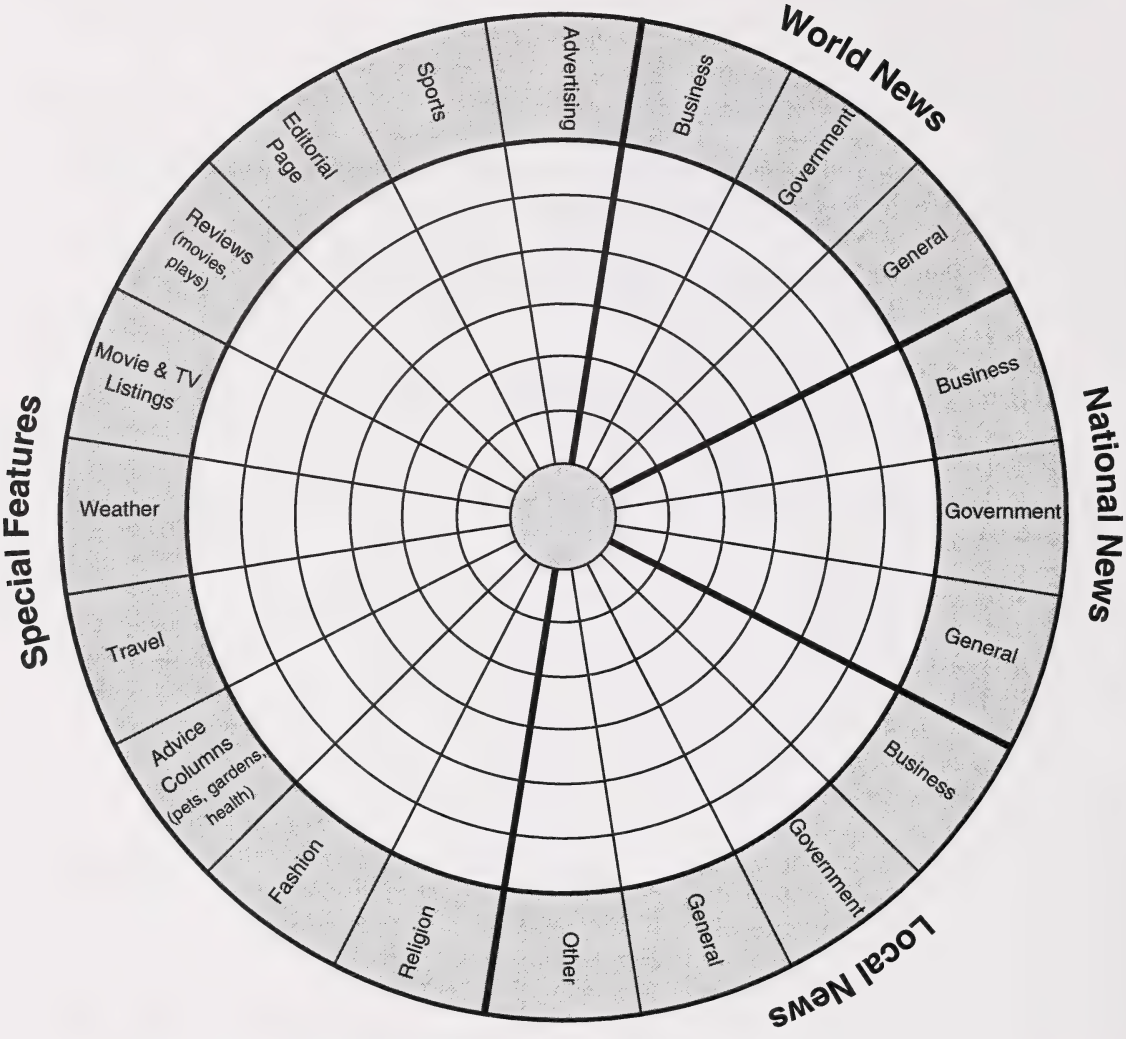
3. Decide where these articles belong on the Reading Wheel. Colour in the space beneath the section for each story. Use the first inside ring for yourself.

4. What do your family members like to read? Ask each one to choose **five** news articles. Choose a different colour for each person, and fill in his or her choices on different rings on the Reading Wheel.

5. Write each person's name on the legend, and show the colour you used for that person.



Reading Wheel



LEGEND

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☑ **Put a check beside the project that you worked on.**

☐ *Project Choice 1*
Front Page News

☐ *Project Choice 2*
From News to Newspaper

Write **three** interesting things you found out about making newspapers.

Section 3

Tune in to Radio

You can do just about anything while you listen to a radio! What do you like to do?

Discovery Time

Looking at Words

Guess the meaning of each of the following words. After you have written your guess, use a dictionary to see how close you were to the dictionary definition.

announcer

_____

_____

broadcast

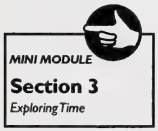
_____

_____

item

jingle

microphone



☑ **Put a check beside the project that you worked on.**

☐ *Project Choice 1*
Make a Visit!

Write **three** interesting things you learned about different types of radios or radio stations.

_____

_____

_____

_____

_____

_____

_____

_____

☐ *Project Choice 2*
Making Waves

Describe your experiment with radio waves.

_____

_____

_____

_____

_____

_____

_____

Section 4

Zoom in on Television

Amazing! TV lets you *see* as well as *hear* a program—and you don't even have to leave your home!

Discovery Time

Exploring Time

TV Scavenger Hunt

Use a TV-program guide or the newspaper TV listings to answer the following questions.

1. Write the call numbers for two different TV stations.

_____

_____

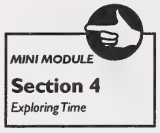
2. Name three TV programs that are on Thursday at 8:00 P.M.

_____

_____

_____

3. Which TV shows on Thursday at 8:00 P.M. are Canadian and which are American?



Explore Your Thoughts About TV

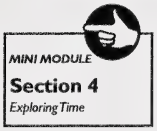
What are your reasons for watching TV? Write your paragraph here. You may also use a computer if you wish. If you are using a computer, insert a printed copy of your paragraph after this page.

Edit your paragraph using the following questions as a guide:

- Does every sentence make sense?
- Is it interesting?
- Did you remember to give your paragraph a title?

Proofread your paragraph using the following questions as a guide:

- Are capital letters in the correct places?
- Do your sentences end with a period or a question mark?
- Are all the words spelled correctly?

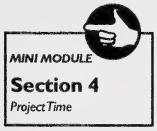


Explore Your TV Viewing

How much time would you spend watching TV in five days? What's your guess?

Record your guess on the next page.

Complete the TV-Viewing Log. Total the number of hours you watched TV at the **end** of each section. In Section 9, you will come back to this chart to compare your guess to the actual number of hours you watched TV.



Over the next five days, I guess that I'll spend ___ hours watching TV.

TV-Viewing Log

Names of Programs Watched	Section 4 *Length of Program*	Section 5 *Length of Program*	Section 6 *Length of Program*	Section 7 *Length of Program*	Section 8 *Length of Program*
Total hours of TV viewing					

In Section 9, when you have completed your chart, calculate how much time you would spend watching TV in a month. Average your total hours of TV viewing first. Then, calculate your monthly TV viewing.

30 days × __ average hours of TV viewing per day = ___ hours of TV viewing per month.

TV in the Making

What was the most important thing you learned at the TV station?

Section 5

Behind the News

News gets into the media so quickly. How do they do it? In this section, you will find out!

Discovery Time

Exploring Time

Explore a News Story

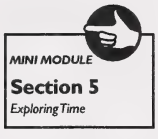
Record the 5 Ws and H answers from your article in the chart on the next page. Write the article's headline under the chart.

The 5 Ws and H	
Who?	
What?	
When?	
Where?	
Why?	
How?	

The **headline** of my article says

Explore Radio News

Write your 30-second news clip here. If you are using a computer, insert a printed copy of your news clip after this page, and send that page to your teacher.



Explore TV News

List the **five** news topics you watched on TV.

Topic #1 (lead story):

Topic #2:

Topic #3:

Topic #4:

_____

Topic #5:

_____

Answer the following questions, using complete sentences.

1. What were the most important news stories?

_____

_____

_____

_____

2. Why do you think these stories were on the news?

_____

_____

_____

_____

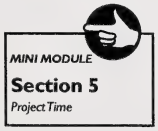
3. Why do you think today's lead story was first?

_____

_____

_____

_____



Remember to complete your TV-Viewing Log.

☑ **Put a check beside the project that you worked on.**

☐ *Project Choice 1*
Newspaper Challenge

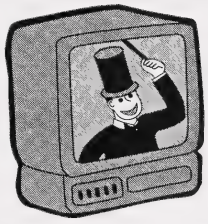
Insert your lead story here for now. You will use this lead story when you assemble your own newspaper in Section 9. You will have more time in Section 9 to work on your good copy.

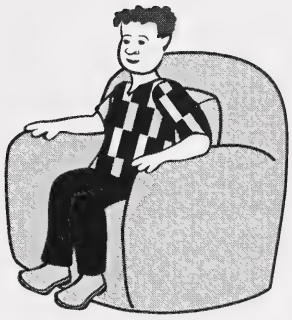
☐ *Project Choice 2*
First with the News

Play your tape back and make any necessary changes. Then, put the tape away in a safe place. You will use the tape again in the next section.

Section 6

That's Entertainment!





Newspapers, radio, and television have their own special ways of entertaining you. In this section, you'll explore the lighter side of media—entertainment!

Discovery Time

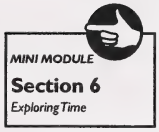
Exploring Time

Explore Newspaper Columns

Write a draft copy of your newspaper column. Be sure to include a title and byline. You may use a computer if you wish. If you are using a computer, insert the completed column after this page.

Title: _____

Byline: _____



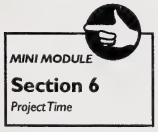
Explore TV Programs

Write a letter that describes your feelings about a TV program. Use a computer if you like. Include the following:

- what it is you like about the program
- what it is you don't like about the program
- your suggestions for changing the program
- your ideas for a new story for the program

Write your letter here. If you used a computer, insert the completed letter after this page, and send that page to your teacher.

When you're finished, review your letter and make any necessary changes.



Remember to complete your TV-Viewing Log.

☑ **Put a check beside the project that you worked on.**

☐ *Project Choice 1*
Entertainment Today!

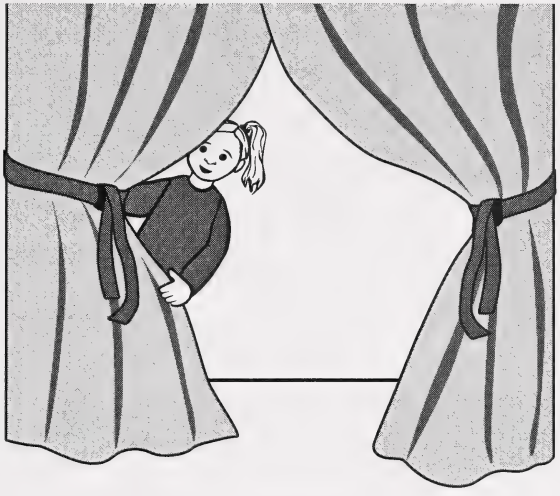
Insert your entertainment feature or review here for now. You will need it when you assemble your own newspaper in Section 9.

☐ *Project Choice 2*
Let Me Entertain You!

When your entertainment program is finished, put your tape away in a safe place. You will need it again in the next section.

Section 7

Don't Be Fooled!



What's real and what's make-believe? Sometimes, newspapers, radio, and TV tell you facts about what's really happening in the world. At other times, they entertain you with a make-believe world. In this section, you'll take a peek behind the scenes to find out what's real and what's not!

Discovery Time

Exploring Time

Explore a Comic Strip

Paste your comic strip here.

Describe the real-life situation or problem your comic strip is presenting. Would you agree with the solution? Why or why not?

Draw a different solution in the box.

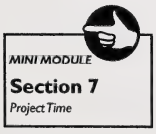
Explore Special Effects

Write a paragraph about special effects. Use a computer if you like. Include the following information:

- how you know when something is real or make-believe
- what you know about makeup, costumes, sets, props, stunts, and special effects
- how TV makes things different than they really are

Write your paragraph here. If you are using a computer, insert the printed copy after this page.

Check your work for complete sentences, correct punctuation, capitalization, and spelling.



Remember to complete your TV-Viewing Log.

☑ **Put a check beside the project that you worked on.**

☐ *Project Choice 1*
Comic Capers

Put your comic strip away in a safe place. You will need it when you assemble your own newspaper in Section 9.

☐ *Project Choice 2*
Laugh Time!

When your show is finished, put your tape away in a safe place. You will need it again in the next section.

Section 8

Advertise It!

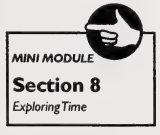
Can ads really persuade you to buy things? You'll find out in this section.

Discovery Time

Exploring Time

Explore Newspaper Ads

Describe what you learned about shopping with newspaper ads.



Explore TV Advertising

Calculate the amount of commercial minutes in the TV show you watched.

_____

Answer the following questions about commercials that you watched.

1. Name one advertised product shown in a commercial that you watched.

   _____

2. What do you know about this product?

   _____

   _____

   _____

3. What would you do to improve this commercial?

   _____

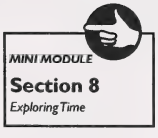
   _____

   _____

   _____

   _____

   _____

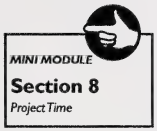


Explore the Power of Advertising

1. Have you or anyone in your family ever bought a product advertised on TV?

2. Were you satisfied with the product? Why or why not?

3. What did the commercial for that product do to persuade you to buy it?



Remember to complete your TV-Viewing Log!

☑ **Put a check beside the project that you worked on.**

☐ *Project Choice 1*
Buy and Sell!

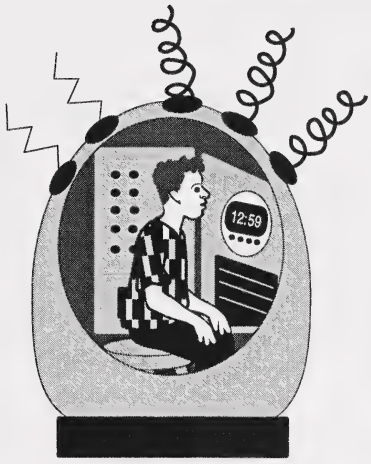
When you have completed your **two** ads, insert them here. You will need them when you assemble your own newspaper in Section 9.

☐ *Project Choice 2*
Buy This!

When your commercial is finished, put your tape away in a safe place. You will need it again in the next section.

Section 9

Tune in Tomorrow



Think about the time you spend watching TV. How would you spend your time without TV?

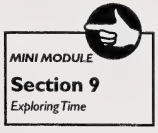
Discovery Time

Exploring Time

Explore Your TV-Viewing Habits

If there was no TV, I would

- ❑ go for bike rides
- ❑ talk to people in my family
- ❑ play cards or other games
- ❑ take my dog for a walk
- ❑ learn something new
- ❑ go out and explore my neighbourhood
- ❑ read a book
- ❑ other _____



Explore Future Media

1. Describe a radio, TV, or computer as it might look and work in the future. Use the following questions as a guide:

   - How big is it?
   - How is it used?
   - How is it different from machines today?
   - What are the advantages and/or disadvantages of this future machine?

2. Draw a picture of your future machine.

Wrap-up Time

	What I Learned	What I Liked Best	What I'd Like to Learn More About
Newspapers			
Radio			
TV			

Gather Your Work

1. Collect the following items to send to your teacher. Check off the boxes below as you collect each one.

   ❑ Student Book pages marked with the send-in icon
   ❑ Comments from your home instructor
   (See the questions near the back of this book.)
   ❑ Course Survey (if you are an ADLC student)

2. Collect the following additional pieces of work to send to your teacher. Check off the boxes as you collect them.

   Section 5
   ❑ Exploring Time: Explore Radio News audiotape

   Section 6
   ❑ Exploring Time: Explore Radio "Pictures" picture

   Section 7
   ❑ Exploring Time: Explore Sound Effects audiotape

   Section 5–9
   ❑ Project Choice 1: Newspaper
   ❑ Project Choice 2: Audio or video presentation

3. Label everything you are sending with your name and the module name.

4. Send your work to your teacher.

COURSE SURVEY FOR MEDIA MESSAGES (SPECIAL INTEREST MODULE)
(© 2000)

Note to the home instructor: After your student has completed the activities for this module, please help him or her fill out this questionnaire and mail it to the address given on the last page. We are interested in your responses. Your comments will be greatly appreciated, as we continually work to improve our courses. If you wish to add information or comments, please write your comments as well in the appropriate spaces.

Name _____ Age _____ Grade _____

Address _____ File No. _____

_____ Date _____

_____

Design

1. The Mini Module booklet is designed so you can work through it yourself. Did you find it easy to use on your own?

   ❑ Yes ❑ No Please explain.

   _____

   _____

   _____

2. Were the questions and directions easy to understand?

   ❑ Yes ❑ No Please explain.

   _____

   _____

   _____

3. Did you find the drawings, charts, and other illustrations helpful? Did they make the course more interesting? Please explain.

   _____

   _____

   _____

4. If you needed special supplies or other material for this course, were you able to easily obtain them? Please explain.

Content

1. Which activity did you like the most? What did you like about it?

2. Which activity did you like the least? What did you dislike about it?

3. Did you find the workload and the content you were expected to learn reasonable? Please explain.

4. Did you have any difficulty reading any part of the mini module? Please give details.

Additional Comments

Only complete the following questions if you are enrolled with the Alberta Distance Learning Centre.

1. Did you contact a teacher at the Alberta Distance Learning Centre for help or extra information while doing this module? Please detail.

   If you contacted the Alberta Distance Learning Centre, did you find the staff helpful? Please explain.

2. Did you fax your Student Book to your teacher? Did this work well?

3. Did you e-mail any of your Student Book to your teacher? Did this work well?

_____

_____

4. Was the feedback you received from your correspondence or distance learning teacher helpful? Please explain.

_____

_____

_____

_____

Thanks for taking the time to complete this questionnaire. Your comments are important.

If you are enrolled at the Alberta Distance Learning Centre and will be mailing your Student Book to ADLC, you may return this questionnaire with your Student Book.

Otherwise, please return this questionnaire to this address:

Instructional Design and Development
Learning Technologies Branch
Box 4000
Barrhead, Alberta
T7N 1P4

Media Messages

Home Instructor's Guide

What Is *Media Messages* About?

You live in an age of information. Radio, television, newspaper, magazine, and Internet information is everywhere. Developing a critical approach to what you read, hear, and see is important. *Media Messages* puts your child in touch with the exciting world of newspapers, radio, and television. It starts by looking at how each of them began, a behind-the-scenes look at how they work, different ways they can influence your thinking, and more.

What Will My Child Learn?

Your child will have opportunities to do the following:

- Actively explore the media—newspaper, radio, and television.
- Investigate historical developments and technological changes.
- Learn about careers in the media.
- Examine TV-viewing habits.
- Describe the positive and negative effects of advertising.
- Use media vocabulary.
- Visit a newspaper office, radio station, and television station.
- Develop some newspaper-writing skills.
- Assemble a newspaper or make an audio or video presentation.

How Can I Help?

Here are some ideas to help your child get organized:

- Read through the module in advance.
- Borrow extra media-information books from the library. Use the list of recommended readings found near the back of this guide or ask the librarian for help.
- Share reading time with your child if the module articles or nonfiction library books present a challenge.
- Encourage your child to get in the habit of rereading her or his work before it is handed in.
- Assist your child with the proofreading and editing stages of written assignments.
- Collect a variety of newspapers that can be referred to and cut into pieces.

Advance Notices

Throughout the module, your child will need to use newspapers, magazines, TV listings, a radio, a VCR, and a television. Please make arrangements to have these things available during the time your child is working on this module.

Some activities and projects will require advance notice.

In **Sections 2**, **3**, and **4**, the Project Choice suggests field trips to a newspaper office, a ham radio operator or stations where radios are used for communication, and a television station. If you are able to visit one or more of these places, phone in advance to make appointments.

Section 3
Project Choice 2—Making Waves
If your child wishes to do the radio wave experiment, he or she will need a D battery and electrical wire.

As an optional extension activity, your child may enjoy working with crystal radio kits. These kits are available at reasonable prices.

Section 5
During Project Time in this section, your child will select and begin to accumulate materials for **either** a newspaper **or** an audio or video program for completion by Section 9.

If your child chooses to assemble a **newspaper**, have her or him select only Project Choice 1 for the next few sections. Here is a summary of these activities:

- a lead story (Section 5: Newspaper Challenge)
- a sports or entertainment feature (Section 6: Entertainment Today!)
- a comic strip (Section 7: Comic Capers)
- a display ad and classified ad (Section 8: Buy and Sell!)

If your child chooses to assemble an **audio or video presentation**, have her or him select only Project Choice 2 for the next few sections. Here is a summary of these activities:

- a community news story (Section 5: First with the News)
- an entertainment program (Section 6: Let Me Entertain You)
- a humorous skit (Section 7: Laugh Time!)
- a commercial (Section 8: Buy This!)

Note: Extra project time has been provided in Section 9 (Wrap-up Time).

Section 9
Wrap-up Time
The media project could prove challenging for some children. Should your child require more time for his or her media project than this activity time allows, extend the completion of the project.

Finishing Up

When your child has completed the module, you will need to help gather the work done to be sent in to the teacher. Note that your child doesn't have to send in the entire Student Book. The pages with the following icon, as well as any additional activities the student has done on his or her own paper, need to be submitted.

When assembling the materials to be sent in, make sure you read and complete the Assessment Record Form. Also, read the instructions for submitting the Student Book that are given on the back of this form. Then, attach the **Gather Your Work** page, followed by the activities your child has done, to this form.

Recommended Reading List

Here are some books your child might like to read:

Newspapers
Paper by Andrew Langley
The Amazing Paper Book by Paulette Bourgeois
Paper by Kids by Arnold E. Grummer
Extra! Extra! by Linda Granfield
A Day in the Life of a Newspaper Reporter by Martha Wickenden

Radio
What Goes On at a Radio Station by Susan Gilmore
A Day in the Life of a Disc Jockey by Michael A. Wong
Tuning In: The Sounds of the Radio by Eve and Albert Stwertka

Television
In the Newsroom by April Koral
A Day in the Life of a TV News Reporter by David Trainer
Let's Visit a Television Station by Carl Freed
How to Make Your Own Video by Perry Schwartz
Beakman's World: A Visit to the Hit TV Show by Joe Church

Fiction
The TV Kid by Betsy Byars
Germy Blew the Bugle by Rebecca C. Jones
Headline by Malcolm Hall
The Game from Outer Space by Stephen Manes

Home Instructor's Comments

Media Messages

Please answer these questions about your child's participation in the module. Then send this page in to the teacher with your child's work.

1. Think back over the topics of the last nine sections. What interested your child the most?

2. What trials or triumphs did your child experience when making her or his newspaper or audiotape or videotape presentation?

3. In what ways did the activities concerned with advertising assist your child in being more critical of what he or she sees on television?

4. Is there anything else about this module you would like to comment on at this time?

Printed by
Learning Resources
Distributing Centre
Production Division
Barrhead, Alberta
Canada, T7N 1P4
LRDC
"Reaching Students Is What We're About"
0005